DOCUMENT RESUME

ED 427 403 EA 029 632

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TITLE The Perceptive Eye/Ear Game: An Activity That Encourages Practice on Best Practice; Honing Observation and Problem-Solving Skills of Administrators.
PUB DATE 1997-08-00
NOTE 19p.; Paper presented at the Annual Meeting of the National Association of Professors of Educational Administration (51st, Vail, CO, August 10-16, 1997).
PUB TYPE Reports - Evaluative (142) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Education; Critical Thinking; Decision Making Skills; Elementary Secondary Education; Higher Education; Management Development; *Management Games; *Problem Solving; School Administration; *Supervisory Training
IDENTIFIERS Kentucky

ABSTRACT

This paper describes a game-format instructional strategy for administrator development based on a modified case method, the Kentucky New Administrator Standards, and the Interstate School Leaders Licensure Consortium (ISLLC) standards. This instructional strategy is intended to help prepare school leaders to assess and be assessed using authentic standards. The game strategy used is the Perceptive Eye/Ear Game (PEG). The first step for official reform of the administration-preparation program was the formation of the Kentucky Council for New Administrator Standards, a council composed of principals, superintendents, teachers, and university administrator educators, which devised some standards. The game questions used were taken directly from samples in the Principal Licensure Assessment prepared by the ISLLC and the Council of Chief State School Officers. The game consists of two modules, Evaluation of Actions of Others and Analysis of Information and Decision-Making. Vignettes are used to provide situations similar to those that school administrators are likely to encounter. The framing concept is that a student who produces a large pool of information sources is a resourceful problem-solver who is an asset to organizations. (RJM)

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The Perceptive Eye/Ear Game: An Activity that Encourages Practice on Best Practice; Honing Observation and Problem-Solving Skills of Administrators

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Based on a paper presented at the 51st Annual Conference, National Association of Professors of Educational Administration, Vail ,CO; August, 1997.

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Playing games in a graduate class for instructional leaders may seem childish. But the "proster theory" (Hart, 1992) asserts that the upper most part of the human brain functions best when the environment is supportive and non-threatening. Perhaps for trainers of future administrators, the converse of that theory is more instructive. When a human is threatened by his environment, brain activity reverts to the lower brain stem that signals the simple messages of fight or flight.

The administrator educator needs to explore ways to train future educators on how to think efficiently though their environment may be staggeringly complex (Sergiovanni, 1996; Morris, V., Crowson, R., Porter-Gehrie, C. & Hurwitz, E., 1984; Stewart, 1982; Barth, 1980; Sproul, 1976 and Mitzberg, 1973). Game-playing through cases from real-life problems may give them low pressure experiences that provide more than fight or flight strategies when they meet problems while on the job.

Gaming is an engaging way to lure students into the state of flow that Mihail ya Csikszentnihali (1989) suggests promotes brain growth. When one experiences a situation that is interesting and challenging but not overwhelming, one may actually form dendrites within the brain.

This paper advocates a game-format instructional strategy for administrator development based on a modified case method, the Kentucky New Administrator Standards and the Interstate School Leaders Licensure Consortium (ISLLC) standards. This instructional strategy is intended

to help prepare school leaders to assess and be assessed using authentic standards, and in this case, a congruence of ISSLC and Kentucky standards and assessments. The game is called the Perceptive Eye/Ear Game or PEG.

In 1990, the Kentucky Education Reform Act (KERA) passed the Kentucky Legislature in the last strokes before its March adjournment. There were reforms in the governance, funding and curriculum of the public school system which a state supreme court judge had deemed unconstitutional because of its inequities in funding two years before. The comprehensiveness of the act was apparent in the 180 pages describing the reform measures. KERA brought many changes. Among these changes were accountability factors linked to the curriculum. Councils for subject disciplines met under the auspices of state leaders to define the kind of competent student each group envisioned producing. Standards generated by these groups for various disciplines became the basis for curricular reform from the graduating senior down to the primary student. Simultaneously authentic assessment that keyed the academic expectations to the standards were being produced by the Advanced Systems Testing organization in New Hampshire. Teachers were trained to judge and write open-response questions that would encourage higher level thinking skills. Writings were holistically scored so rubrics, performance tasks and how to look at those kinds of activities became the subject for training and study through out the state.

Universities were slower in being brought into this reform but one of the first university

groups to be encouraged to change were the educators of administrators. One state leader commented that these professors of educational administration cooperated so well with each other that they were both willing and eager to develop the systems needed to educate the new sort of educational leader needed in the reform environment. Most of the administrator educators had already launched into practica, shadowings, case studies (perhaps another name for open response questions), performance tasks, rubrics, portfolios and other authentic kinds of assessment.

The first step for official reform of the educational administration preparation program was the formation of the Kentucky Council for New Administrator Standards (1995). This council was and is composed of principals, superintendents, teachers, and university administrator educators. This group met five times during the year to delineate the standards for new administrators. The resulting list has come to be applied to principals. There are three standards. Standard I and its indicators describe the competent Instructional Leader; Standard II and its indicators describes the Communicator; and Standard III and its indicators describe the Organizational Manager. Much discussion and debate between these professionals produced the Kentucky Standards seen in Appendix I. The changes in programs of studies, internship and testing expectations used these standards as the basis for the changes. When collaborating with other states in the ISLLC of the Council of Chief State School Officers (CCSSO), Kentucky representatives asked that their standards be reflected in the ISLLC standards which appear in

Appendix II. A comparison of the two sets of standards seems to indicate that the principle advocated by Covey (1991) about like minds creating like products is true. In other states interested in reform, there are other committees of professionals that have been appointed from schools and university settings to delineate the standards and indicators for competent principals. Since these administrators, teachers and professors have common concerns, training and backgrounds, the resulting standards similar in content. The categories and terms may be different, but the substance is these listing of standards indicators are similar.

The approach advocated here could be used by any administrator educator from any state using any set of standards. Student knowledge and experience would be enhanced by the use of rubrics to help them self evaluate and then use standards to generate their own cases and problems. Developing their own Perceptive Eye/Ear Games (PEGS) would be a useful activity in classes or adult learning seminars for professional development.

By placing these problems to be solved in a workplace scenario the andragological theories (Little, 1978) that suggest best adult learning are activated. Adults like the immediate applicability of new learnings to the jobs-at-hand. Since most of the students that are trained to be administrators are experienced educators, they will recognize most of the problems that are presented to them.

Those who suggest case studies as a way of learning will also be encouraged by the kinds

of cases given here (Hanson, 1997; Breden 1991). These cases reflect the kinds of problems that are encountered in the work of a principal and other administrators. Advocates of Problem-Based Learning (PBL) will also recognize the applicability of the gaming format. Sheila Gallagher in a recent ASCD Bulletin (1997, p. 30) suggests that the problems be only partially described and somewhat ill-structured so that students are forced to investigate more thoroughly the situation. The samples here may not fit that description well, but most problems stimulate further thinking and discussion. Then there is the practical matter of becoming acquainted with questions that are similar to the ones students are likely to encounter in the various assessments for certification, especially in the states where reform is calling for authentic assessments. These kinds of activities will help students hone their skills in taking these kinds of tests (Ambach, 1996; Scannel and Wain, 1996; Wise, 1996; Wise and Liebbrand; Hart,1992; Barber, 1995; Bridges, 1982 and Bolton, 1980).

The game questions found here are taken directly from samples in the Principal Licensure Assessment (August, 1996) prepared by the ISLLC of the CCSSO. The preparation of these assessments was financed by funds provided by Kentucky, Mississippi, Missouri, North Carolina and Texas under a CCSSO contract.

The game consists of two modules, Evaluation of Actions of Others and Analysis of Information and Decision-Making. Vignettes are used to provide situations similar to those that

school administrators are likely to encounter on the job. Each describes a situation a principal might commonly encounter. Students are asked to respond to the vignette and receive a score based on their answers. Scoring is based on an open-response rubric; certain elements must be included in the student response in order to obtain the maximum score. An example of an Evaluation of Actions vignette is taken from the ISLLC *Candidate Information Bulletin* (1996):

> A teacher reports rumors from students that another student is frequently beaten by her parents. The principal asks the teacher to meet with him in two weeks to let him know of any further developments.

Students are asked if they agree with the principal's action. The principal decides to put off reporting possible abuse of a child by parents instructing the teacher who reports the situation to "meet with him in two weeks" to discuss further developments. Scoring will award one, two, or three points depending on the elements of the answer. In this case, there are six elements that are components of the "right" answer.

Necessary elements and related standards for scoring.

1. The safety of the child must be evident. *Principles and issues relating to school safety and security (3-3).*

2. There should be concern for the issue of confidentiality of all. *Protects the rights and confidentiality of students and staff (5-9).*

3. The appropriate state law must be considered. *Legal issues impacting school operations (3-7).*

4. A decision must be made and action must be taken. *Accepting the consequences for upholding one's principles and actions (5-6).*

5. Communication must be established and continued. *Effective communication skills are used (3-18).*

6. Information-gathering must continue. *Information sources, data collection, and data analysis strategies (1-4).*

To receive three points, the answer must contain five or more of the elements; to receive two points, three elements must be evident; and to receive one point, the answer should contain one or more of the elements.

Then the students are ready for more of such Administrator Actions and they play the Perceptive Eye/Ear Game as they evaluate and support their decisions. These exercises are identified with the standards for administrators from ISSLC and Kentucky New Administrator Standards. Educators in almost any discipline could easily duplicate such scoring guides and produce more problems for the PEG activity. Asking students to produce such problems for practice would promote their knowledge of the standards for their profession. This activity might encourage them to seek research and theory about best practice in those situations.

In the second component of the game, an example of an Analysis and Decision-Making vignette is taken from Module III of the ISLLC *Candidate Information Bulletin* (1996) but is not shown here due to its length. The vignette challenges students to look at data and analyze it to determine patterns from a table that presents enrollment data for a high school. They are asked to

identify three patterns and state what additional information they would want to see.

The scoring rubric gives at least five possible patterns, but they are not exhaustive and a rational pattern suggested by students should be accepted. Administrator candidates should not be led to believe that there is only one right way to solve the problem but be open to reasonable alternatives. As for actions that might be taken to address the problems and patterns discovered, points are given for any rational alternative. Students score their own answers with a check from an opposing team member. This process generates a team or individual score on that problem; it reflects students evaluating with colleagues (Cousins & Earl, 1995).

Asking students to provide rationale or to write more illustrative rationales later could be a reflective assignment. Administrator candidates should not be led to believe that there is only one right way to solve the problem but be open to reasonable alternatives. As for actions that might be taken to address the problems and patterns discovered, points are given for any rational alternative.

The framing concept here is that a student who produces a large pool of information sources is an inquiring and resourceful problem-solver who is an asset to organizations (Glickman, Gordon & Ross-Gordon, 1996; Smith & Andrews, 1989). Again the content of this exercise is keyed into the standards proposed by ISLLC. These activities are timed, and delivered under pressure of the game. Much research on the workday of administrators both in and outside

the school environment indicates that their work is so fragmented and choppy that often reflection is not possible within a workday (Mintzberg, 1993; Morris, et. al., 1984; Stewart, 1982; Barth, 1980 and Sproul, 1976). For this very reason, reflection should be encouraged so that administrators may build a habit of learning from their own experience when the pressures of time are relaxed (Abbott, 1997; Wilson, 1993; Barnett and Bill, 1988; Sergiovanni, 1987; and Schon, 1987). The PEG format does not encourage the reflection that is prescribed by many theorists who advocate good adult developmental practices. Extension assignments might be added at the end of class; games that ask students to reflect on what they have learned through this activity. If some concept or practice came to their attention that they want to react to, that would be appropriate home work that would further enrich the uses of this game.

The research on brain activity and how people learn supports the idea of engaging students in a non-stressful game. Furthermore, theories on adult learning and development validate the use of real case-problems that reflect the workplace. The use of practice on formats students may encounter meeting state, regional or national standards may desensitize them to some of the stress testing creates. Theorists also advocate the use of reflection to make experiences more significant and increase learning. These all seem to be good reasons for trying the Perceptive Eye/Ear Game.

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Appendix I
Kentucky Administrator Standards

Educational Leadership and Administrative Standards for Instructional Leader--School Principal, All Grades. Kentucky Educational Professional Standards Board Administrative Standards.

Standard 1: Instructional Leader: The administrator understands and knows how to:

1.01 communicate desired results by developing shared vision and mission statements
1.02 build a climate for learning
1.03 apply concepts of curriculum, research, theory, and design to achieve academic expectations
1.04 obtain resources to carry out curricular, instructional and extra-curricular practices
1.05 utilize formative and summative assessment of programs, students, staff, and self for continuous improvement of student achievement
1.06 plan strategically
1.07 use information systems and technologies
1.08 facilitate and nurture professional growth and development of staff
1.09 promote multi-cultural awareness, gender sensitivity, and racial and ethnic and appreciation
1.10 apply research, theory, and informed practice about human development and learning
1.11 define programs that promote and recognize individual differences
1.12 successfully solve problems in accord with professional ethics
1.13 model life-long personal and professional development

Standard 2: Communicator: The administrator understands and knows how to:

2.01 create an open, trusting, and safe environment
2.02 apply principles of group interactions
2.03 identify and communicate with multiple constituencies of the school and community
2.04 use professional judgment
2.05 assess needs of community and available resources and use this information to align mission of the school or district with community needs
2.06 articulate, promote and defend the school or district vision
2.07 articulate high expectations for student achievement to parents and community
2.08 involve parents, students, and community in the process of improving student learning
2.09 identify community leaders and cultivate their support for their school or district
2.10 demonstrate accessibility and visibility by active involvement in civic and community activities
2.11 collaborate in the use of conflict management techniques within the community
2.12 incorporate diverse views that encourage involvement of under-represented groups
2.13 deal with the media to effectively communicate to the public

Standard 3: Organizational Manager: The administrator understands and knows how to:

3.01 acquire, allocate, and manage resources (including people, materials, dollars and time) to effectively and accountably ensure successful student learning
3.02 plan strategically
3.03 model processes that promote productive interpersonal relationships with board councils, and advisory groups
3.04 practice a positive and pro-active behavior in accomplishment of vision and mission statements
3.05 understand legal concepts and practices, regulations, and codes for school operations
3.06 monitor, diagnose, and assess the effectiveness of the organization's operations
3.07 frame, analyze, and resolve problems
3.08 lead, forecast, plan, develop, monitor, and report fiscal operations
3.09 administer auxiliary programs (such as transportation, food services, pupil personnel services, maintenance, and facilities)
3.10 use technological applications to enhance administration of business, instruction, and support systems
3.11 develop, implement, and monitor change processes
3.12 demonstrate planning and scheduling of personal time and organizational work
3.13 apply personnel policies consistent with research and legal requirements
3.14 use principles of effective delegation of authority
3.15 demonstrate knowledge of adult learning and motivation
3.16 apply conflict management techniques when needed

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Appendix II

ISLLC Administrator Standards

Interstate School Leaders Licensure Consortium: Standards for School Leaders

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The administrator has a knowledge and understanding of:

1K.01 learning goals in a pluralistic society
1K.02 the principles of developing and implementing strategic plans
1K.03 systems theory
1K.04 information sources, data collection, and data analysis strategies
1K.05 effective communication
1K.06 effective consensus-building and negotiation skills

The administrator believes in, values, and is committed to:

1D.01 the educability of all
1D.02 a school vision of high standards of learning
1D.03 continuous school improvement
1D.04 the inclusion of all members of the school community
1D.05 ensuring that students have the knowledge, skills, and values needed to become successful adults.
1D.06 a willingness to continuously examine one's own assumptions, beliefs, and practices
1D.07 doing the work required for high levels of personal and organizational performance

The administrator facilitates processes and engages in activities ensuring that:

1P.01 the vision and mission of the school is effectively communicated to staff, parents, students, and community
1P.02 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
1P.03 the core beliefs of the school vision are modeled for all stakeholders
1P.04 the vision is developed with and among stakeholders
1P.05 the contributions of school community members to the realization of the vision are recognized and celebrated
1P.06 progress toward the vision and mission is communicated to all stakeholders
1P.07 the school community is involved in school improvement efforts
1P.08 the vision shapes the educational programs, plans, and actions
1P.09 an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
1P.10 assessment data related to student learning is used to develop the school vision and goals
1P.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals
1P.12 barriers to achieving the vision are identified, clarified, and addressed
1P.13 needed resources are sought and obtained to support the implementation of the school mission and goals
1P.14 existing resources are used in support of the school vision and goals
1P.15 the vision and implementation plans are regularly monitored, evaluated and revised

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

The administrator has a knowledge and understanding of:

2K.01 student growth and development
2K.02 applied learning theories
2K.03 applied motivational theories
2K.04 curriculum design, implementation, evaluation, and refinement
2K.05 principles of effective instruction
2K.06 measurement, evaluation, and assessment strategies
2K.07 diversity and its meaning for educational programs
2K.08 adult learning and professional development models
2K.09 the change process for systems, organizations, and individuals
2K.10 the role of technology in promoting student learning and professional growth
2K.11 school cultures

The administrator believes in, values, and is committed to:

2D.01 student learning as the fundamental purpose of schooling
2D.02 the proposition that all students can learn
2D.03 the variety of ways in which students can learn
2D.04 life long learning for self and others
2D.05 professional development as an integral part of school improvement
2D.06 the benefits that diversity brings to the school community
2D.07 a safe and supportive learning environment
2D.08 preparing students to be contributing members of society

The administrator facilitates processes and engages in activities ensuring that:

2P.01 all individuals are treated with fairness, dignity, and respect
2P.02 professional development promotes a focus on student learning consistent with the school vision and goals
2P.03 students and staff feel valued and important
2P.04 the responsibilities and contributions of each individual are acknowledged
2P.05 barriers to student learning are identified, clarified, and addressed
2P.06 diversity is considered in developing learning experiences
2P.07 life long learning is encouraged and modeled
2P.08 there is a culture of high expectations for self, student, and staff performance
2P.09 technologies are used in teaching and learning
2P.10 student and staff accomplishments are recognized and celebrated
2P.11 multiple opportunities to learn are available to all students
2P.12 the school is organized and aligned for success
2P.13 curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
2P.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
2P.15 the school culture and climate are assessed on a regular basis
2P.16 a variety of sources in information is used to make decisions
2P.17 student learning is assessed using a variety of techniques
2P.18 multiple sources of information regarding performance are used by staff and students
2P.19 a variety of supervisory and evaluation models is employed
2P.20 pupil personnel programs are developed to meet the needs of students and their families

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

The administrator has a knowledge and understanding of:

3K.01 theories and models of organizations and the principles of organizational development
3K.02 operational procedures at the school and district level
3K.03 principles and issues relating to school safety and security
3K.04 human resources management and development
3K.05 principles and issues relating to fiscal operations of school management
3K.06 principles and issues relating to school facilities and use of space
3K.07 legal issues impacting school operations
3K.08 current technologies that support management functions

The administrator believes in, values, and is committed to:

3D.01 making management decisions to enhance learning and teaching
3D.02 taking risks to improve schools
3D.03 trusting people and their judgments
3D.02 accepting responsibility
3D.05 high-quality standards, expectations, and performances
3D.06 involving stakeholders in management processes
3D.07 a safe environment

The administrator facilitates processes and engages in activities ensuring that:

3P.01 knowledge of learning, teaching, and student development is used to inform management decisions
3P.02 operational procedures are designed and managed to maximize opportunities for successful learning
3P.03 emerging trends are recognized, studied, and applied as appropriate
3P.04 operational plans and procedures to achieve the vision and goals of the school are in place
3P.05 collective bargaining and other contractual agreements related to the school are effectively managed
3P.06 the school plant, equipment, and support systems operate safely, efficiently, and effectively
3P.07 time is managed to maximize attainment of organizational goals
3P.08 potential problems and opportunities are identified
3P.09 problems are confronted and resolved in a timely manner
3P.10 financial, human, and material resources are aligned to the goals of schools

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3P.11 the school acts entrepreneurially to support continuous improvement
3P.12 organizational systems are regularly monitored and modified as needed
3P.13 stakeholders are involved in decisions affecting schools
3P.14 responsibility is shared to maximize ownership and accountability
3P.15 effective problem-framing and problem-solving skills are used
3P.16 effective conflict resolution skills are used
3P.17 effective group-process and consensus-building skills are used
3P.18 effective communication skills are used
3P.19 there is effective use of technology to manage school operations
3P.20 fiscal resources of the school are managed responsibly, efficiently, and effectively
3P.21 a safe, clean, and aesthetically pleasing school environment is created and maintained
3P.22 human resource functions support the attainment of school goals
3P.23 confidentiality and privacy of school records are maintained

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

The administrator has a knowledge and understanding of:
4K.01 emerging issues and trends that potentially impact the school community
4K.02 the conditions and dynamics of the diverse school community
4K.03 community resources
4K.04 community relations and marketing strategies and processes
4K.05 successful models of school, family, business, community, government and higher education partnerships

The administrator believes in, values, and is committed to:

4D.01 schools operating as an integral part of the larger community
4D.02 collaboration and communication with families
4D.03 involvement of families and other stakeholders in school decision-making processes
4D.04 the proposition that diversity enriches the school
4D.05 families as partners in the education of their children
4D.06 the proposition that families have the best interests of their children in mind
4D.07 resources of the family and community needing to be brought to bear on the education of students
4D.08 an informed public

The administrator facilitates processes and engages in activities ensuring that:

4P.01 high visibility, active involvement, and communication with the larger community is a priority
4P.02 relationships with community leaders are identified and nurtured
4P.03 information about family and community concerns, expectations, and needs is used regularly
4P.04 there is outreach to different business, religious, political, and service agencies and organizations
4P.05 credence is given to individuals and groups whose values and opinions may conflict
4P.06 the school and community serve one another as resources
4P.07 available community resources are secured to help the school solve problems and achieve goals
4P.08 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
4P.09 community youth family services are integrated with school programs
4P.10 community stakeholders are treated equitably
4P.11 diversity is recognized and valued
4P.12 effective media relations are developed and maintained
4P.13 a comprehensive program of community relations is established
4P.14 public resources and funds are used appropriately and wisely
4P.15 community collaboration is modeled for staff
4P.16 opportunities for staff to develop collaborative skills are provided

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

The administrator has a knowledge and understanding of:

5K.01 the purpose of education and the role of leadership in modern society
5K.02 various ethical frameworks and perspectives on ethics
5K.03 the values of the diverse school community
5K.04 professional codes of ethics
5K.05 the philosophy and history of education

The administrator believes in, values, and is committed to:

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5D.01 the ideal of the common good
5D.02 the principles in the Bill of Rights
5D.03 the right of every student to a free, quality education
5D.04 bringing ethical principles to the decision-making process
5D.05 subordinating one's own interest to the good of the school community
5D.06 accepting the consequences for upholding one's principles and actions
5D.07 using the influences of one's office constructively and productively in the service of all students and their families
5D.08 development of a caring school community

The administrator facilitates processes and engages in activities ensuring that:

5P.01 examines personal and professional values
5P.02 demonstrates a personal and professional code of ethics
5P.03 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
5P.04 serves as a role model
5P.05 accepts responsibility for school operations
5P.06 considers the impact of one's administrative practices on others
5P.07 uses the influence of the office to enhance the educational program rather than for personal gain
5P.08 treats people fairly, equitably, and with dignity and respect
5P.09 protects the rights and confidentiality of students and staff
5P.10 demonstrates appreciation for and sensitivity to the diversity in the school community
5P.11 recognizes and respects the legitimate authority of others
5P.12 examines and considers the prevailing values of the diverse school community
5P.13 expects that others in the school community will demonstrate integrity and exercise ethical behavior
5P.14 opens the school to public scrutiny
5P.15 fulfills legal and contractual obligations
5P.16 applies laws and procedures fairly, wisely, and considerately

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social economic, legal, and cultural context.

The administrator has a knowledge and understanding of:

6K.01 principles of representative governance that undergird the system of American schools
6K.02 the role of public education in developing and renewing a democratic society and an economically productive nation
6K.03 the law as related to education and schooling
6K.04 the political, social, cultural and economic systems and processes that impact schools
6K.05 models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
6K.06 global issues and forces affecting teaching and learning
6K.07 the dynamics of policy development and advocacy under our democratic political system
6K.08 the importance of diversity and equity in a democratic society

The administrator believes in, values, and is committed to:

6D.01 education as a key to opportunity and social mobility
6D.02 recognizing a variety of ideas, values, and cultures
6D.03 importance of a continuing dialogue with other decision makers affecting education
6D.04 actively participating in the political and policy-making context in the service of education
6D.05 using legal systems to protect student rights and improve student opportunities

The administrator facilitates processes and engages in activities ensuring that:

6P.01 the environment in which schools operate is influenced on behalf of students and their families
6P.02 communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
6P.03 there is ongoing dialogue with representatives of diverse community groups
6P.04 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
6P.05 public policy is shaped to provide quality education for students
6P.06 lines of communication are developed with decision makers outside the school community

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